

**Recommendation for Continuing Approval
of
Faith Baptist Bible College**

April 19, 2007

Faith Baptist Bible College (FBBC), located in Ankeny, began as a nondenominational Bible institute. In 1945 the institution aligned itself with the American Council of Christian Churches. FBBC began offering four-year degrees in 1960. Currently FBBC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools as well as by the Association for Biblical Higher Education.

Enrollment in Faith Baptist Bible College during the 2005-2006 school year was: 328 undergraduate and 160 graduate students. Twenty-seven percent of 2006 graduates earned degrees in education. FBBC offers six endorsements: elementary classroom, 7-12 English/language arts, K-6 and 7-12 music, middle school, and athletic coach. Of the eighteen candidates eligible for initial licensure in 2006, fifteen were elementary classroom teacher candidates, two were secondary candidates, and one was a K-12 candidate. All education graduates also earn a major in Bible studies.

A day-long preliminary review of the Faith Baptist program was conducted on July 31, 2006, by the State Review Panel and the State Review Team. Comments and questions from that review were sent to the FBBC program for their response at the time of the review.

The site visit occurred September 10-13, 2006. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Faith Baptist program. The team examined six standard areas: Governance and Resources, Diversity, Faculty Performance and Development, Clinical Practice, Assessment of Candidate Knowledge, and Assessment of the Program. Because the program schedules student teaching in the spring semester, clinical visits were conducted during February, 2007. Following these visits the full report was completed.

FAITH BAPTIST BIBLE COLLEGE PRACTITIONER PREPARATION PROGRAM REPORT

General comments

- The Christian School Program (CSP) and faculty are held in high regard across the Faith Baptist College campus. Comments such as, “The Education Program is a great program, one of the best programs on our campus” were heard frequently by team members. Stakeholders also stated that the CSP was “viewed very favorably among Christian school constituents.”
- The Institutional Report and Exhibits provided to the State were exceptionally clear, transparent and well-organized. The team expresses its appreciation for the work done by the Christian School Program and its Chair.

STANDARD 1: GOVERNANCE AND RESOURCES

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- It is evident that the unit for practitioner preparation, the Christian School Program (CSP), is responsible for the teacher education program at FBBC. It is also evident that collaboration exists throughout the program
- The Institutional Report states that an excellent, collaborative and collegial spirit exists on the Faith campus. The team agrees with this assessment.
- The CSP utilizes advice from the Teacher Education Committee (TEC) in making decisions, especially to set standards and to monitor student progress in the program.
- The Advisory Panel provides information as an external resource. The team recommends, however, that a concerted effort be made to involve administrators and teachers from the public schools in order to provide a broader perspective on teacher preparation programs.
- Field experiences and student teaching are valued and supported well by the institution.
- The college recognizes the opportunity to “grow their own faculty” who possess the desired background and preparation to meet the needs of the college. Assistance in funding for faculty to pursue advanced degrees and specialized training is recognized as an excellent incentive.
- The new building (Convocation Center) has been a wonderful addition to the campus community and has provided a significant improvement in meeting student and faculty needs. Classrooms equipped with state-of-the-art technology meet the needs of the program.

Concerns/Recommendations

- 1) The Instructional Media Center (IMC) contains a collection of curricular materials for use by education students. Efforts have been made to provide up-to-date materials, and a plan is in place to remove out-dated materials that have lost their usefulness. The team strongly recommends that additional resources be devoted to the Library and Instructional Media Center when funds are available and that this commitment for ongoing financial support become a part of the regular budget process.

Items that must be Addressed Prior to State Board Action: None

STANDARD II: DIVERSITY

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- The college encourages and models respect and caring toward all persons. People of all ethnicities and cultures are valued as part of the “world” in the college’s mission statement.
- The college offers multiple and varied cross-cultural experiences. Examples include the participation of 22 teacher education candidates in a month-long experience of teaching English as a Second Language in China and involvement in assistance to victims of Hurricane Katrina.
- Field trip experiences included in the exceptionalities course provide an awareness of diversity within Iowa schools.

Concerns/Recommendations

- 1) The team encourages a concerted effort to recruit a more diverse student and faculty population. While college administrators appreciate the need to increase diversity and have made some efforts in this direction, the team encourages the college to consider developing policy statements that address this issue as well as including this issue in the strategic plan.
- 2) Faith Bible College has valued relationships with churches in Waterloo and Des Moines that serve primarily African American and/or Hispanic populations. These relationships are commended; more activities with these churches are encouraged.
- 3) Since most of the teacher education faculty have not had extensive experience in public schools or with special needs students, they are encouraged to gain such experiences through the forty-hour team teaching, speaking with special education teachers, and attending conference sessions addressing special needs issues through the workshops that will be offered via the Iowa Department of Education’s Teacher Quality Enhancement Grant.

Items that must be Addressed Prior to State Board Action: None

STANDARD III: FACULTY

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- The CSP faculty members are committed, enthusiastic, and dedicated individuals devoted to helping their students succeed as learners and as future teachers.
- Faculty across all areas of the college are collegial and supportive of teacher education, creating an excellent climate for teacher education students and faculty.

- The students and alumni expressed high esteem for the CSP faculty. The first-year teacher survey indicated appreciation for the work, guidance, and support of the CSP faculty.
- The faculty evaluation system is comprehensive and multi-faceted. CSP faculty members receive high ratings in the students' course evaluations.
- The team also commends the CSP chair on his strong involvement in and contributions to the Iowa Association of Colleges for Teacher Education (IACTE).
- The CSP faculty members exhibit significant involvement in college committees, college activities, and local church activities.
- Teacher candidates see faculty as having high expectations.

Concerns/Recommendations

- 1) The team commends the college for providing professional development money for faculty to participate in conferences. The team encourages CSP faculty to attend content-area conferences in addition to attending faith-based conferences.
- 2) Given the number of courses and service expectations, the team members were impressed, but concerned, about the CSP faculty's workload. The clinical experience director especially has an extraordinary overload of responsibilities.

Items that Must Be Addressed Prior to State Board Action: None

STANDARD IV: CLINICAL

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- The CSP has initiated a model for tracking experiences of candidates' field experiences with the goal of all candidates having opportunities to work with diverse learners. The team encourages this to be continued with attention to experiences in public schools that serve diverse populations.
- Cooperating teachers know Faith's standards and address them with student teachers.
- The new Clinicals I, II, III, and IV align the clinical experiences with the unit standards.
- The relationship between the unit and cooperating teachers is a rich collegial relationship; the unit is encouraged to build such a relationship with the public sector schools, especially high schools.
- Evaluation of student teachers is thorough and extensive. Because of the size and interaction within the CSP, observation by multiple observers, including all program faculty, is a distinct strength that provides consistency within the program.
- Candidates student teaching at a distance receive support comparable to those in closer proximity to campus. Direct visits by Faith faculty support the distance placements.

COMMENTS FROM COOPERATING TEACHERS/PRINCIPALS:

- Cooperating school administrators were pleased with the overall preparation and performance of the student teachers, describing them as: "well-prepared," "professional," "confident," and "flexible," with a "firm grasp of content and classroom management."

Concerns/Recommendations

- 1) The team commends the CSP for meeting their primary focus, solid preparation of candidates to teach in Christian schools. However, because candidates are licensed to teach in public schools as well as private, the team recommends a continued concerted effort by the CSP to ensure that all candidates have enough field experiences in public schools to allow them to be comfortable in both types of teaching situations.
- 2) Increasing the student teaching session from 12 weeks to 13 or more is encouraged. The CSP may consider the option for candidates of a split assignment student teaching, for elementary candidates into a lower placement and an upper placement and for secondary into a middle school and a high school placement.

Item that must be Addressed Prior to State Board Action: Contracts are needed for all cooperating schools; please address the need for contracts for early clinical experiences.

Faith Baptist Response: An updated list of signed contracts has been submitted to the DE. A plan has been implemented so that contracts will be completed with all schools hosting Faith Baptist candidates prior to those placements.

Final Recommendation: Now that the Faith Bible College program has addressed the item noted above, this standard area is met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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STANDARD V: CANDIDATE ASSESSMENT**Initial Team Finding**

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- The unit has developed and implemented a clear conceptual framework that is aligned with INTASC and Iowa Teaching Standards.
- The Faith Baptist CSP Standards are clearly aligned with individual courses and included in course syllabi.
- Candidates clearly articulate an awareness of the standards, knowledge, skills, and dispositions expected of them.
- Individual candidate competencies via portfolio artifacts are assessed through well-developed rubrics that are comprehensive, specific, and meaningful.
- Multiple forms of candidate assessment are used throughout the program.
- Candidates and graduates spoke highly of their solid liberal arts foundation and its connection to the CSP.

Concerns/Recommendations

- 1) The team recommends consideration of a procedure for assessing technology competency.
- 2) The team recommends the unit consider adopting methods to facilitate more time-efficient data management. Funds will be available through the Teacher Quality Enhancement grant.

Items that must be Addressed Prior to State Board Action

- 1) The program is asked to review their curricula and report to the State the inclusion of content regarding high risk behaviors, such as, but not limited to substance abuse.

Faith Baptist Response: This content will be included in two courses: “Child Growth and Development” (for elementary majors) and “Adolescent Growth and Development” (for secondary majors). The revised curriculum exhibits will reflect this addition.

- 2) The program is asked to address and report to the State resulting actions that better prepare candidates to meet the needs of the English Language Learners (ELL). CSP faculty members are encouraged to participate in upcoming offerings under the TQE grant.

Faith Baptist Response: This content will be included in methods courses and to the extent possible, in junior level clinical experiences. Additionally, the program will apply for participation in the ELL segment of the Teacher Quality Enhancement Grant.

Final Recommendation: Now that the Faith Bible College program has addressed the item noted above, this standard area is met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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STANDARD V: PROGRAM ASSESSMENT

Initial Team Findings

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- The unit’s assessment plan is consistent and well-designed, with strong alignment of the college mission, the unit’s mission, conceptual framework and professional standards.
- The program faculty members are effectively implementing the assessment plan using multiple phases and forms of assessment for both candidate assessment and program evaluation.
- Data are regularly and systematically compiled, summarized, and analyzed for program review.
- Program changes are based on data analysis.
- The unit has a commendable and successful process for surveying employers of graduates.
- The Teacher Education Committee (TEC) reports a strong advisory relationship with unit.

Concerns/Recommendations

1. The content requirements for elementary science methods and elementary social studies methods are too extensive to be addressed effectively in one three-credit course. The team recommends increasing credit hour(s) to the combined course or creating two separate courses.
2. Input from multiple stakeholders indicate that adding endorsement programs (in areas such elementary reading, special education, secondary reading, secondary math, secondary history) would increase candidates’ opportunities as well as enhance preparation for future teachers in Christian Schools. The team recommends the consideration of adding endorsement programs in elementary and/or secondary reading and other teacher shortage areas.

Items that must be Addressed Prior to State Board Action: None